2024

AP® French Language and Culture

Sample Student Responses and Scoring Commentary

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Task 1—Email Reply

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Question 1: Email Reply — 5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

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1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task	• Partially maintains the exchange with a response that is minimally appropriate within the context of the task	• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task	• Maintains the exchange with a response that is generally appropriate within the context of the task	• Maintains the exchange with a response that is clearly appropriate within the context of the task
• Provides little required information (responses to questions, request for details)	• Provides some required information (responses to questions, request for details)	• Provides most required information (responses to questions, request for details)	• Provides most required information (responses to questions, request for details) with some elaboration	• Provides required information (responses to questions, request for details) with frequent elaboration
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable with errors that force interpretation and cause confusion for the reader	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)	• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies	• Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness	• Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)	• Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
• Very simple sentences or fragments	• Simple sentences and phrases	• Simple and a few compound sentences	• Simple, compound, and a few complex sentences	• Variety of simple and compound sentences, and some complex sentences

Score of 0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "*I don't know*," "*I don't understand*," or equivalent in any language
- Not in the language of the exam

NR: no response, pages are blank

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Task 1 - Sample 1A

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ●

Task 2: Argumentative Essay ○

Begin your response to each task at the top of a new page. Do not skip lines.

Chère Madame Berthe,

J'ai bien reçu votre courriel et vous en remercie.

Effectivement, je serais enchantée de faire partie de votre organisation. J'ai toujours aimé aider les autres en leur ~~apporter~~ donnant des cours. Être tuteur est vraiment quelque chose que je veut faire. J'ai de très bonnes notes et je suis un ~~fan~~ fan de l'histoire de ~~France~~ France.

Afin de répondre à vos ~~questions~~ questions, comme je l'ai dit ~~ci-dessus~~ plus tôt, je suis un ~~fan~~ fan d'histoire et de littérature. ~~Les~~ Les époques de la Renaissance et du Moyen-Âge m'intéressent le plus mais je suis un expert de toutes l'histoire de France.

De plus, je suis libre le jeudi et le vendredi pour faire du tutorat parce que je n'ai pas de cours de rugby ces jours là.

Maintenant, permettez-moi de vous poser une question : ~~Ce~~ Combien de lycéens ~~seront~~ ~~devrai-je~~ faudra-t'il que ~~je~~ ~~tout~~ ~~j'apprenne~~ ~~je~~ ~~te~~ j'enseigne à la fois?

Dans l'attente de votre réponse, veuillez agréer mes salutations sincères.

[redacted]

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Q5399/2

Task 1 - Sample 1B

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ●

Task 2: Argumentative Essay ○

Begin your response to each task at the top of a new page. Do not skip lines.

Chère Mme. Berthe,

Je suis remercie de votre courriel de mon interet de vous service ~~d'une~~ des tuteurs. Je suis [redacted] une lycéene de 17 ans, et j'avais très forte dans l'Algebra et la Biologie, avec très bonnes noter dans les deux cours dans mon l'école. Parce que j'avait des bonnes noter dans les deux, je suis plus que préparer pour aider des élèves pour vous service de tuteur. J'ai beacoup des activitiés avec l'école, mais je suis libre dans le vandredi et lundi. Donc, j'ai une question: ~~est-ce que l'average des heures~~ il y a une minimun des heures chaque session - comme une, une et medi, deux...? J'attende votre réponse avec heureuse.

Sincérement,

[redacted]

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Task 1 - Sample 1C

Important: Completely fill in the circle that corresponds to the task you are responding to on this page.

Task 1: Email Reply ●

Task 2: Argumentative Essay ○

Begin your response to each task at the top of a new page. Do not skip lines.

Chère Madame / Cher monsieur, Merci Pour les e-mail. Le service d'aide est très interessant du moi. Le opportunité du aide Peuple et aide des élèves est bonne. J'ai suffre avec les sujéts j'ai n'as Pas compris, et J'ai aide Peuple nous suffre aussi. J'aime du aide Parce que au service d'aide est très bonne. J'ai voulois du avancér les activités les sujét.
Veuillez agréer thester au service veinguun seulement

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Question 1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an email message. Students were allotted 15 minutes to read the message and write the reply. The response received a single holistic score based on how well it accomplished the assigned task. Students needed to be able first to comprehend the email and then to write a reply using a formal form of address. The reply needed to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The course theme for the email reply was Contemporary Life. The task required students to respond to Ms. Ludovine Berthe, the Director of the Community Youth Center in Geneva. Ms. Berthe got in touch with the student because the student had expressed an interest in participating in the center's after-school tutoring program. Ms. Berthe explains that the Community Youth Center provides a non-profit after-school program for school children that includes personalized tutoring. The Center is recruiting high school students willing to give private lessons to the 10- to 12-year-old students at the Center. She asks the student in which subjects the student can help and why. She continues by asking when during the week the student is free. She closes the email by telling the student that she can provide further information if needed.

Sample: 1A
Score: 5

This response demonstrates a strong performance in Interpersonal Writing. It maintains the exchange with a response that is clearly appropriate within the context of the task ("*J'ai toujours aimé aider les autres en leur donnant des cours*"). It provides all required information (responses to questions, request for details) with frequent elaboration ("*Être tuteur est vraiment quelque chose que je veut faire*"; "*De plus, je suis libre le jeudi et le vendredi pour faire du tutorat*"; "*Combien de lycéens faudra-t-il que j'enseigne à la fois?*"). It is also fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility ("*...que je veut faire*"; "*Les époques de la Renaissance et du Moyen Age m'interrèse le plus*"). Furthermore, the response uses varied and appropriate vocabulary and idiomatic language ("*Afin de répondre à vos questions*"). It demonstrates accuracy and variety in grammar, syntax, and usage, with few errors ("*Maintenant, permettez-moi de vous posez une question…*"). It demonstrates mostly consistent use of register throughout ("*Dans l'attente de votre réponse*") and conventions appropriate for formal correspondence ("*Chère Madame Berthe*"). Finally, the response contains a variety of simple and compound sentences, and some complex sentences ("*J'ai de très bonnes notes et je suis un fan de l'histoire de France*").

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Question 1 (continued)

Sample: 1B
Score: 3

This response demonstrates a fair performance in Interpersonal Writing. It maintains the exchange with a response that is somewhat appropriate but basic within the context of the task. The response also provides most required information (responses to questions, request for details) ("*...j'avais très forte dans l'Algebra et la Biologie, avec très bonnes notes dans les deux cours dans mon l'école*"; "*...je suis libre dans le vandredi et lundi*"; "*…il y a une minimum des heures chaque session…?*"). It is generally understandable, with errors that may impede comprehensibility ("*J'attende votre rèponse avec heureuse*"). Furthermore, the response contains vocabulary and idiomatic language which is mostly appropriate but basic ("*une lycéenne*"; "*l'école*"; "*une session*"). It demonstrates some control of grammar, syntax, and usage ("*Je suis libre*"; "*J'ai une question*"). The use of a register, however, may be inappropriate for the situation with several shifts. Even though there is partial control of conventions for formal correspondence (e.g., greeting, closing), these may lack cultural appropriateness ("*Chère Mme Berthe*"; "*Sincérement*"). Finally, the response consists of simple and a few compound sentences ("*Parce que j'avait des bonnes notes dans les deux, je suis plus que préparer pour aider des élèves pour vous service de tuteur*").

Sample: 1C
Score: 1

This response demonstrates a poor performance in Interpersonal Writing. The response unsuccessfully attempts to maintain the exchange. It provides little required information ("*Le service d'aide est trés interessant du moi*"). It is barely understandable, with frequent or significant errors that impede comprehensibility ("*Le opportunité tu aide peuple et aide des élèves est bonne*"; "*J'ai voulois tu avancér les activités les sujét*"). It contains very few vocabulary resources ("*Merci pour les e-mail*"). Furthermore, there is little control of grammar and syntax ("*J'ai suffre avec les sujéts j'ai n'as Pas compris*"). The response shows minimal attention to register ("*Chére Madame/Cher Monsieur*"). Finally, the response contains very simple sentences or fragments ("*...j'ai aide Peuple nous suffre aussi*").

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